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Memorial Discourse

OF

PRESIDENT MOORE,

Of Columbia College, N. Y.

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A

MEMORIAL DISCOURSE

OF

Nathaniel F. Moore, LL.D.,

SOMETIME PRESIDENT OF COLUMBIA COLLEGE, NEW YORK,

DELIVERED AT THE REQUEST OF THE ALUMNI,

JANUARY 14, 1874,

IN THE COLLEGE CHAPEL,

BY

BENJAMIN I. HAIGHT, S.T.D., LL.D.,

OF THE CLASS OF 1828.

PUBLISHED BY DIRECTION OF THE ALUMNI AND OF THE BOARD OF TRUSTEES.

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1874.

TO

THE HON. HAMILTON FISH, LL.D.,

(OF THE CLASS OF 1826)

A SON OF COLUMBIA COLLEGE.

TO WHOM, FROM THE HOUR OF LEAVING HER HALLS,
WITH HER HIGHEST HONORS,
SHE COULD EVER POINT AS FULFILLING
THE PROMISE OF HIS YOUTH:

WHETHER AT THE BAR, IN THE FORUM,
IN THE LEGISLATIVE HALL,
AS A TRUSTEE OF THE COLLEGE,
AS GOVERNOR OF HIS NATIVE STATE,
AS A SENATOR OF THE REPUBLIC,
AS THE REPRESENTATIVE OF HIS COUNTRY ABROAD,
AS SECRETARY OF STATE AT A CRITICAL PERIOD:

EVER FAITHFUL TO DUTY; DILIGENT, WISE,
PRUDENT, JUDICIOUS, ENERGETIC,
LOYAL TO HIS COUNTRY, BUT NEVER FORGETTING HIS RACE,
A TRUE DISCIPLE OF THE WORLD'S REDEEMER,
THE PEACE-MAKER, THE CHRISTIAN PATRIOT,
THE HONEST MAN:

THIS DISCOURSE

IS AFFECTIONATELY INSCRIBED

BY HIS FRIEND OF MANY YEARS.

LIBRARY OF THE UNIVERSITY OF CALIFORNIA

MEMORIAL DISCOURSE.

Brethren of the Alumni:—

My first recollections of Columbia College belong to my school-boy days. I remember one morning, when I was about eleven years of age, standing on Church street, and looking through the iron railing which surrounded the College ground on three sides, attracted by the students, who were in full force on the Green, robed in their Academic gowns—a joyous band. It was some public day. My impression is that it was the opening of the Term in the Fall, and the Examination of Candidates for admission. I gazed on the scene with delight, not unmingled with awe; for a Collegian, in my young eyes, was a wonderfully great man: and I began to count the years and months that must pass before I could arrive at this distinction; and to wonder how I could ever learn Greek; comforting myself, however, by the reflection that what so many boys before me had done I could possibly do also.

Some three or four years afterwards, in 1824, I was one of a like company of aspirants, bright, happy, hopeful, wondering spirits. How grand everything about the College seemed—the stately sycamores on the Green, venerable from age, overshadowing the edifice; the old building; the great staircase; the Chapel, with its strange hanging gallery; the Dais, at the east end, and the white-haired

President, in his robes, and the Professors on his either hand. How great it all seemed! What a day that was for us! How full of wonder and admiration and hope, not without intrepidation and dread.

Of the examinations I have no recollection but of one; that on Mathematics and the English studies also, conducted by that remarkable man, Prof. Adrain, better known to us afterwards as "Old Bobbie." He was an Irish gentleman, of large size, broad, beaming face, and silvery voice. As a mathematician he held the highest rank, being second only to Bowditch, confessedly the most learned man of the day in that department of Science. He was one of the few men in the country who could read La Place. In the examination on Geography, to the astonishment of the candidates, and their consternation, he took us up on the Polar regions. He had, probably, just been reading a volume of Parry's Discoveries; and, in his eccentricity, took that part of the earth as the theme of his questioning of those who might have been justly supposed as ignorant of that part of the earth as they were of the moon. He sent down two or three of the class, and, when it came my turn, he asked, first, where Mackenzie's River was. I had fortunately been recently reading the volume which I suppose he had, and, to my relief, I could tell him. He had begun to be somewhat irritated at the inability of the boys to answer his questions, and when he found one that could give a reply, his broad face beamed with delight, and my fortune was made. I entered very high in the class (for it was the practice at that time to enroll the candidates according to the results of the primary examination)—far higher than my actual deserts, and ranked

several of my school-mates who were my superiors in some of the departments.

The only Professors with whom we were brought into contact during the Freshman year were Professors ADRAIN, and ANTHON, the Adjunct Professor of Greek and Latin. The latter was then almost in the beginning of the long series of his years of service as a Classical Teacher, marked throughout by most astonishing industry; deep and varied scholarship; and marvelous success in leading on his scholars to a high appreciation of the value of the study of the writings of the scholars of Greece and Rome; and in all which years his fame as an accomplished scholar, and a thorough teacher of the Classics, was day by day increasing. As an instructor he was strict, energetic, full of life and animation; severe when occasion called for it, and sometimes when it did not. Inattention, idleness, carelessness, were almost out of the question with us. Woe to the boy who was guilty of either, or who attempted to deceive him! The scathing rebuke, the withering sarcasm, made the most reckless and daring spirit quail. The result was, we all did our best.

Professor ADRAIN, our other instructor, was a man different in almost every respect from Professor ANTHON. Eminent in his chosen line of study, and very fond of its pursuit, he had little or no faculty of imparting his knowledge to others. If one was thoroughly prepared in his recitation, all was well; but if the student was in doubt, or needed a word of explanation in a difficult problem, he not only did not get any assistance, but was set down with some remark of this sort: "If you cannot understand Euclid, Dearie, [a term he frequently used when out

of temper,] I cannot explain it to you." The consequence was that a small fraction of the class only could keep up with his course, those who had entered College thoroughly versed in the elements of Mathematics, and who studied very diligently after they entered his lecture-room—in my class not more than one-fifth of our number. I ought to add, however, that those who went to him in private, always found him kind in manner, and ready to answer their questions and help them out in their difficulties. My own relations with him were, throughout, of the most pleasant character, and I cherish his memory as that of a genial friend of marvellous powers and a wonderful mathematical genius.

Dr. Adrain left the College at the end of our Junior year, and was succeeded by that true gentleman and accomplished scholar, who is still with us, the object of our affectionate regards and our highest esteem, Dr. Henry J. Anderson. Of him, as the Professor of Mathematics in our College, I shall only say, that he was one of the ablest and most successful teachers who has ever filled that, or any other chair, winning the respect and regard of the students in a remarkable degree, and making what is usually a dry and unattractive study, interesting and profitable. My own debt of obligation to him has not yet been, and will never be cancelled.

Upon our entering upon our Sophomore year, we came for the first time under the care of Professor Moore, of whom I am to speak to you particularly on the present occasion. He then occupied the chair of Latin and Greek, which he had filled for the previous eight years. He was in the first prime of life—tall, spare, lithe, with a fine

intellectual face, bearing the marks of years of hard study and close application. His air was grave and serious, though not severe. His very presence inspired at once the respect of his pupils. He was evidently a man not to be trifled with. If a student forgot himself a moment, and made the least noise in his lecture-room, the look of startled surprise which fell upon him instantly brought him to himself. Indeed, nobody ever thought of behaving disorderly in his room. The most careless, thoughtless, rollicking men carried themselves with propriety under his eye.

Professor Moore possessed the faculty, somewhat rare, I apprehend, of interesting his pupils deeply in the exercises of his lecture-room, and of inspiring the desire of knowing more and more of the great authors of antiquity and their famous works. He was a thorough classical scholar himself, having been trained in the College by the venerable and erudite Dr. Peter Wilson, (who for twenty-six years filled the chair of Greek and Latin). He was much more than a linguist or grammarian. He appreciated thoroughly all the beauties of the old poets and philosophers, and enjoyed intensely their elegant niceties of expression, their marvellous use of words, as well as their vigor and subtlety of thought. He was filled with their spirit. And so as he sat with his students—not by any formal lectures, not by any display of knowledge, but by his occasional remarks, by calling their attention now and then to the turn of expression and to the epithet, he insensibly awakened and strengthened their desire to go onward in their study of the wondrous authors whose power they had begun to feel.

Professor Moore was a devout Christian man, and well versed in the Sacred Scriptures. The poets and sages of the Hebrews, and the Evangelists and Apostles of the primitive Christian Church, were familiar to him. And he was wont, whenever the opportunity occurred, to turn from the Pagan authors to the Inspired Writers of the Scriptures, when thereby the meaning of the expressions of the latter could be more fully brought out by the words and phrases of the former, or when the superiority of the teaching of the latter on the great questions of life and duty was apparent; and he did this so simply and naturally, and, as it were, just by the way, that no question was ever raised in the minds of his scholars as to the truth and pertinency of his suggestions.

And, while he was thus our accomplished and admirable teacher, he was also our faithful and conscientious Mentor in reference to our individual character and conduct. His aim was to help us to become Christian gentlemen, as well as accurate scholars. He was himself ever regardful of all the proprieties of life. Everywhere, and at all times, his deportment was marked by a strict observance of the laws of gentlemanly conduct. Whereever he might be, in whatever company, not a look, or a word, or an act escaped him which was not eminently right and proper. Hence, any "hint" given by him to a student—any look or word of reproof—went straight home to the heart. I shall never forget the only time (I think) in which I ever was placed in this relation to him. I was led one morning in Chapel to exhibit some levity of manner; it was slight, and for a brief time, and at once passed from my mind. On taking my seat in his lecture-room, I

noticed his eye fastened on me somewhat sternly. He bade me stand up, and then in a few severe words reminded me of my violation of duty; the more inexcusable from my standing in the class and my general reputation; and warned me against a repetition of the offence.*

But I must now turn from my personal recollections of Dr. Moore, and proceed to give a sketch of his life in proper form and order. As in the case of most men of literary pursuits, his life was an uneventful one, as that term is usually understood. And yet, while you can narrate its incidents almost in a breath, who can tell what potent influences were going forth, day by day, from his chair in the College, for nearly twenty years, which were

* In reference to the honored and beloved President Harris, and the other members of the Faculty at this period of whom I have not spoken, I would gladly say a few words if it came properly within the scope of my Address. They were men of repute in their respective spheres, and an honor to the College. The President was a remarkable man, not so much for any one feature of his character, as for a happy combination of the several qualities of mind and, heart which go to make the effective guide, teacher and friend of young men. Professor Anthon used to say that the period of his Presidency to 1829 were the halcyon days of our College. Professor McVickar, the accomplished occupant of the chair of Belles-Lettres, was an admirable teacher, as well as a superior scholar, of whom the present Rector of Trinity Church, Dr. Dix, one of his pupils, has said publicly that he owed more to him than to any other teacher whose instruction he had enjoyed. Professor Renwick, though not successful as a teacher of physics, was eminent for his attainments in science.

Altogether, the Faculty at the time of which I am speaking, was a distinguished one; and the state of the College was most satisfactory. The moral tone of the students was high. The great body of them were students in fact as well as in name, and the record of their subsequent lives has, for the most part, been honorable alike to the College and themselves.

the impelling causes to thousands and tens of thousands of acts on the part of his students, which affected deeply not only their own destinies, but the destinies of their fellow men, and the course of the world's life. In this light, how striking often—how marvellously eventful, is the life of the student, the philosopher, and the educator!

But to my narrative.

Nathaniel F. Moore was born at Newtown, L. I., on Christmas day, 1782, of a respectable, but not wealthy, family, descended from the Rev. John Moore, an Independent Minister, who was the pastor of a colony of English who planted the town of Newtown, (then called Middleburg,) in 1652; his father was Dr. William Moore, a highly respected physician, who, for more than forty years, was in extensive practice in New York;* his uncle was the Right Reverend Dr. Benjamin Moore, of blessed memory, the second Bishop of this diocese. His parents removed to this city when he was about a year old, and he remembered being carried by his father to see the civic procession on the occasion of the adoption of the Constitution, on which occasion, hearing the cry all around: "Huzza for Independence!" he perverted it into "Huzza for repentance!" and perhaps some of his loyalist friends may have thought the change not inappropriate. He was graduated at our College in 1802, and delivered the Latin Salutatory with an oration, "De Astronomiæ Laudibus." He received his

* He was our family physician, and I can see him now as he used to come and visit my mother, always in the professional costume of those days, carrying a gold-headed cane, which was the object of my special wonder and admiration. He stood very high in his profession and was universally respected and beloved.

Master's degree in course, and the honorary degree of Doctor of Laws in 1825. He chose the profession of the law, which he studied under a much valued friend of his family, the late Beverly Robinson, who was not much his senior in years; and was admitted to the bar in 1805. He was of too diffident and retiring a disposition to distinguish himself in that profession, and he never practised much; his chief occupation, aside from the cultivation of letters, up to the time of his appointment as Adjunct Professor of Greek and Latin, was as Master in Chancery, and Notary. In 1817, he found an occupation more congenial to his tastes, and for which he was more peculiarly fitted, in the appointment as Adjunct Professor of the Greek and Latin Languages in Columbia College, and, three years later, on the death of Dr. Wilson, to the chair of Professor. In 1835, he resigned his professorship and, in the autumn of that year, (September 24th,) embarked for Havre, accompanied by a sister, and traveled, during nearly two years, in France, Italy, Switzerland, and England, returning home on the 2d of June, 1837. In 1839, (July 3d,) he again embarked for Europe, and visited Greece, Egypt, Palestine; and thence, by Smyrna and Constantinople, and up the Danube, to Vienna, visiting Ischel, Prague, Dresden, Berlin, &c.; and thence, via Hamburg and England, home, where he arrived safe and well on the 18th of October, 1840. In 1842, he was elected President of Columbia College, which post he resigned in 1849.

In 1851, he made another trip across the Atlantic, which only occupied about six months, (April 23d till about October 23d), on which occasion he made a visit to some connections of his family in Ireland. The World's

Fair was the great attraction in London, and, of course, he made very frequent visits to it. He was much struck with the specimens there exhibited of the (then new) art of photography on paper, and, at Paris, furnished himself with a camera and other apparatus, and, on his return home, devoted himself, for some time, very assiduously to the practice of the art, which was then pursued under many difficulties which do not now embarrass it, as many of the chemicals could not then be procured, and he was obliged to prepare them himself. On this visit to London, he was present at the interesting ceremonies at Westminster Abbey, and at St. Martin's Hall, on the 16th, 17th, and 18th of June, 1851, on occasion of the Jubilee Celebration of the one hundred and fiftieth Anniversary of the Society for the Propagation of the Gospel, which interested him very much.

In May, 1855, in company with his brother-in-law, Mr. De R., and a niece, Dr. Moore embarked for his fourth tour in Europe, which only occupied about six months, traveling in England, France, Germany, and Switzerland. He left his companions in Switzerland, and went to Ireland, (via Paris and London), to pay a second visit to his Irish connections. Besides these various tours in Europe, he traveled quite extensively in our own country; and always dwelt with peculiar pleasure on an excursion made during the summer of 1842, with his friend, Mr. Edward Laight, to Washington, the Natural Bridge, the White Sulphur Springs, the Mammoth Cave, Niagara Falls, &c. The last excursion of any length that he made, except his annual visits to Saratoga, was in the Summer of 1865, when, with a party of six, he visited Trenton Falls,

Niagara Falls, and Montreal. He was then in his eighty-third year.

In 1834, he published his work on Ancient Mineralogy; it fell almost still-born from the press in this country, but was highly appreciated by many scholars in England, and he found it a good letter of introduction on his first visit there; a second edition of this book, considerably enlarged and improved, was published by the Harpers, in 1859 or 1860. In 1835, he published six lectures on the Greek Language and Literature, the first of a short course which he had read in Columbia College.

In 1844, while President of the College, he published a short "Introduction to Universal Grammar," for the use of the Freshman Class; and subsequently "A Historical Sketch of Columbia College," which was printed for the College in 1846. Dr. Moore took a very lively interest in the library of the College, and, during a portion of the interval between his resignation of his Professorship and his election to the Presidency, acted as Librarian, and spent much time in cataloguing and introducing better order into it. In order to awaken in other alumni and friends of the College the interest he himself felt, he invited them to hear an address on the subject of Libraries, in which he showed the deficiency of our country in this matter, compared with others. The address was read in the College Chapel, on the 16th of March, 1844, but the evening was unpropitious, and the audience very small. Four years later he printed the address, and distributed it amongst the alumni, with a circular letter asking for contributions of any books or pamphlets which they might be able to spare.

Early in his connection with the Faculty of the College, he published "Remarks on the Pronunciation of the Greek Language," in answer to an essay on the same subject by Mr. PICKERING, in which that gentleman defends, and seems to recommend for adoption, the pronunciation of the Modern Greeks; in opposition to which, Professor MOORE advocated the Erasmian pronunciation, or that generally adopted by western scholars. On this subject, his views were considerably modified later in life. The beginning of this change of his opinion is probably shown in this passage, which appears in his diary of his first visit to Paris:

"At the Sorbonne, I attended a a lecture of Mr. JULES DAVID, who read and explained to a small class of about thirty, a portion of the Ajax of Sophocles, the first Choral Song, and the Anapæstic Verses spoken by Tecmessa, accompanying it. Mr. DAVID, who is the author of an excellent Romaic Grammar, and has lived and taught in Greece, uses the Romaic pronunciation in such a way as greatly to lessen my repugnance to the use of it. I had some conversation with him after the lecture, and he admitted that the Ancient Greeks, in reciting verse, respected quantity, but excused the Modern Greeks for their neglect of it, upon the ground that we could no longer tell how both quantity and accent were to be regarded at the same time. He told me that Mr. BOISSONADE, also, was now reading a course of lectures on Greek Literature, at the College Royal de France, and that he too, and others now, generally in France, endeavored to adopt the modern pronunciation, but, not having been in Greece, did not perfectly succeed."

On the next day after this lecture at the Sorbonne, he writes: "I went over to the Mazarin Library and had a long conversation with Mr. Nicolopoulo, one of the Sub-Librarians, on the pronunciation of the Modern Greek. He admits it is not that of the Ancients, but thinks it older than is generally supposed. I was pleased to find that he regulated reading of Greek verse by the quantity, without any regard to accent. I have made an arrangement with him to take some lessons in Modern Greek, and the pronunciation of it. I am to begin to-morrow at eleven o'clock." This change in his opinion was more confirmed subsequently, on his visit to Greece in 1839, by converse with learned men there, and by hearing the language spoken.

On occasion of one of his visits to our Missionary, Dr. Hill, and his wife, in Athens, with whom he formed a great intimacy, and from whom, during the whole of his stay there, he received the most kind attentions, he writes: "Miss Elizabeth Contecxati read for Mr. C. and myself, some passages of Romaic in such a way as might reconcile one to the modern pronunciation." He did not change his opinion that the Erasmian was nearer than the modern pronunciation to that of the Ancients; but, it is believed, he began to think that, on the ground of expediency, it might be well to adopt a pronunciation which would give to the student of Greek a living language, and enable him to converse with learned men who are earnestly struggling to advance their country to a higher civilization, and gradually to bring back their language to a nearer approach to its ancient glory.

Dr. Moore's Presidency of the College lasted seven

years. He discharged all its duties with scrupulous care and with good success. During six years of this time, being one of the Trustees, and having the most warm and reverential regard for him, I was brought again into close relations with him. I never thought that he enjoyed the duties of the Headship of the College, as he formerly did those of his Professorship. They were too multifarious, too much devoted to details of management and discipline, and so not wholly congenial with his past habits as a student, a scholar, a thoughtful man, living much alone amid his books, and given to reflection. But here, in his new and widely different position, he had the same regard for the young men under his care, and the same solicitude for their welfare. His Address to the students at his first Commencement was marked by a singularly paternal and affectionate tone, and his counsels were most wise and appropriate. He pleaded with them as with sons, and pointed out to them the path of duty and peace in the most persuasive and attractive manner.

Dr. Moore was the third layman who had been called to the Presidency of the College since its foundation. The other two were Dr. William Samuel Johnson, the grandson of the first President,* who served in that honorable office from A. D. 1787 to 1800, and his imme-

* As these pages are passing through the press, I have read a volume of uncommon value and interest, especially to every son of our College, showing great industry, thorough scholarship, unusual clearness and purity of style, and very sound judgment — a volume which places the author in the front rank of American historiographers. It is the "Life and Correspondence of Samuel Johnson, D. D, Missionary of the Church of England in Connecticut, and first President of King's College, New York. By E. Edwards Beardsley, D. D. New York, 1874."

diate predecessor, Dr. Duer. As there was no Chaplain at the time, it became his duty to say the Prayers at Commencements. He was not only a Communicant of the Church, as is required by the law of the College, but was a devout and exemplary disciple of Christ; yet withal so meek and lowly in this relation, and so wholly unobtrusive in the performance of his religious duties, that, save to those who knew him intimately, there was no other manifestation of his religious life but that which appeared in his daily walk of duty and purity. It is not to be wondered at, then, that in view of his first performance of an act of worship in public, on an occasion so important as his first Commencement, he should feel deeply the responsibility which was upon him. The following letter was accordingly written to his friend, the Bishop of the Diocese of New York, which serves admirably to illustrate the trait of character of which I am speaking:

"Columbia College, *August 30th*, 1842.

"*Right Reverend and Dear Sir:*

"Among the duties which devolve on me by reason of my late appointment, that of offering public prayers at our Commencement, and for the first time in my life leading the devotions of a numerous assembly, causes me, as I look forward to it, no slight uneasiness. I therefore turn to you, dear Sir, for such assistance as may enable me to approach this solemn duty with greater hope of suitably discharging it. I shall, too, feel less like one guilty of intrusion into the sacred office, if I obtain your high sanction to the form of prayer that I adopt."

He then goes on to speak of the forms used by his predecessors, and adds:

"The forms I take the liberty to submit to your consideration, I have arranged chiefly after those I find among the papers of the late President. Will you do me the great kindness to examine them, to add what may seem wanting, to strike out everything redundant, and to reconcile whatever shall appear to you incongruous?

"I have repeatedly had occasion to admire the suitableness and great beauty of forms prepared by you, Right Reverend Sir, to be used in public solemnities not provided for in our Book of Common Prayer, and I humbly trust that the benefit of your wisdom, and your experience and talent, will not on this occasion be refused to your Alma Mater, and to one who is, dear Sir, with respect and esteem unfeigned,

"Your obedient servant,

"NATHL. F. MOORE.

"The Rt. Rev. BENJ. T. ONDERDONK, D. D."

In his Inaugural Address, delivered at the Commencement of 1842, President MOORE unfolds very clearly the duties of his office, and, in the course of it, addressing himself especially to the students, states with great simplicity, and yet with power, the benefit and utility of the academic course of study, and defends the great value of the classics as the chief instrument of all true educators.

"The supposed uselessness, for example, of certain studies," the President observes, "justifies a young man, as he imagines, in neglecting them himself and causing others to do so. 'Of what advantage,' says he, 'can it ever

prove to me, destined for the counting-house, to have studied the dead languages and the higher mathematics?' Now, as to the advantages of such studies to those especially who pursue them to a successful end, * * * it may at present suffice to mention the benefit that results from the study alone as a mental discipline, in proportion to its difficulty, without any reference to the amount of knowledge gained. The chief object of academic education is not so much to store the memory with facts that may admit of useful application, as to *train* the intellectual powers; to develop and to strengthen faculties that shall enable the so educated youth to lay hold on *any subject* with *ability*, to engage successfully in any pursuit that demands intelligence and activity of mind. How many examples might be adduced, in England alone, of men who from the universities have entered at once upon the busiest scenes of public life — going from Oxford with nothing save Greek and Latin; from Cambridge with mathematics only, as was thought; but, nevertheless, at the outset of their career, displaying a masterly ability in the conduct of the most varied and intricate affairs."

At the next Commencement, in 1843, having announced the bequest of Mr. Frederick Gebhard, for the endowment of a Professorship of the German Language and Literature, and the adoption of the study thereof as a part of our sub-graduate course — not only on account of the great and daily increasing value of that language, but also, and especially, by the consideration that the mere study of it may, like that of Greek, be regarded as a mental discipline, and consequently as subserving their principal design—President Moore went on to utter the following weighty

sentences, well worthy to be written in letters of gold, and to be reiterated frequently and with emphasis, in these days when so many and such persistent efforts are made to substitute other and widely different principles of education, to the great injury of our young men and of society:

"For let it be remembered that the object of our College is much more to *educate*, than to *instruct;* and the *error* just before alluded to is that of those who fancy it is merely *knowledge* that the College student seeks — who estimate most highly those pursuits from which they hope the most immediate fruits, and accordingly approve the student's preference of studies which bear, as they imagine, more *practical* relations to his future plan of life. But upon no such narrow, utilitarian views has our scheme of discipline been based.

"Its design is to develop and to train the mental powers *all*, rather than to store the memory alone with facts. It seeks to quicken the apprehension, to strengthen the judgment, to purify the affections, and to refine the taste, rather than, by a premature attention to *present* and material objects, to substitute a sordid, calculating spirit for the love of moral beauty and of truth. With this view did the wise originators of our scheme of study plan it in such way that the moral and intellectual powers of youth should all receive due culture; and that, going hence, they might be qualified to enter with ability on any walk in life, or to engage with vigor and success in those *professional* studies of which the more peculiar object is to *furnish* and *instruct* the minds that previous *education* shall have *formed.*

"It is consistently with these ideas that we demand of all who seek their education here, that they apply themselves to *all* the studies here proposed to them, as being calculated by their *joint* result to attain the true end of education — the highest culture of the head and heart."

And this judgment, be it observed, is not that of a mere narrow-minded book-worm. President MOORE, eminent as he was in scholarship, was a man of large and varied observation. He was no ascetic. He mingled much with men, in various countries. He was a man of wide and independent thought, no mere devotee of the past, registering only its deeds as worthy of notice and following. Besides, he had a decided taste for several branches of natural science, and, in later life, found his recreation, in part, in the study of them, especially in mineralogy and cognate branches.

When, then, he speaks so emphatically in regard to the paramount importance of the old Academic curriculum as the true system of education, his opinions are worthy of the profoundest consideration, and are entitled to the greatest weight; and sad will the day be for Columbia College, when she repudiates her ancient traditions and turns her back upon her old leaders, and takes up with the wretched policy of those, who would fain substitute for the careful training and nurture of the minds and hearts of our youth, the filling their heads with, what they call, useful knowledge—giving them facts, not principles, science, not faith.

And yet, Columbia College has ever pursued a liberal policy in this regard. She has not shut her ears to

the discussions on this subject, which have been carried on so fully and so extensively during the past forty or fifty years, nor refused to hearken to what are said to be the demands of this modern and practical age. As long ago as the year 1830, she established what was called "A Scientific and Literary Course," which was abolished after a trial of thirteen years, as of no real value and not wanted by the people. And, in 1853, a sort of University system was commenced; the body of Professors was greatly enlarged, and distinguished gentlemen were appointed lecturers; and this at a very large expenditure of money.

In beginning this new course, the Chairman of the Committee having charge of the necessary arrangements, Wm. Betts, Esq.—a gentleman of very high culture and great reflection, universally respected among us—declared, in the name of the Trustees, in a Discourse delivered at the inauguration of several new Professors, as the ground-work of the proceeding, "that the proper business of a college education was the cultivation of the human intellect in all its parts and functions, with a view to a full development of the mental and moral qualities, generally to form and give direction to the mind without reference to any specific future employment;" and, again, "to educate the intellect, to purify and direct the heart, to train the youthful aspirants to correct motives, and to provide them with the means of successfully pursuing any career which they may hereafter select, these are the ends which this College has essentially in view, in its system of sub-graduate instruction." And, in this connexion, the following definition of a liberal education, by Sir Wm.

Hamilton, is given: "An education in which the individual is cultivated, not as an instrument towards some ulterior end, but as an end unto himself alone; in other words, as an education in which his absolute perfection as a man, and not merely his relative dexterity as a professional man, is the scope immediately in view."

But, saving these fundamental truths, the Trustees were willing to make provision for a course of instruction, comprehending a large circle of human learning. But, after a fair trial, the scheme came to naught, involving the utter loss of many thousands of dollars.

Five years afterwards, under very peculiar circumstances, the School of Mines was founded, which very soon took the form of a school of professional instruction, distinct from the College proper, and which is still in successful operation.

If then, Columbia College still maintains the old ground, it is not because she has not been alive to what is going on in the world around her, and not willing to consider and test new theories and plans, but because she finds that the old paths, founded in the fundamental characteristics and principles of the human mind and soul, and witnessed to by long ages of experience, are those in which she ought still and ever to walk, knowing that they are the paths by which our sons will best be educated for the duties of life, and for the attainment of a blessed and glorious existence hereafter.

I will close what I have, now, to say on this point, with a most beautiful and eloquent passage from the discourse of Mr. Betts, before alluded to:

"Wretched indeed would be the day for this institution,

should she lose her proud position as the Classical College of the country; saddened the hopes of her sons, should she become indifferent to the precious treasures of those ancient people.

"Never may this venerable institution become insensible to the value of classic learning; never may she cease from its copious fountains to draw exuberant supplies; never, never, may she forget that, saving the gift of the Sacred Writings, in these old treasures of Greece and Rome are garnered the most precious stores of deep philosophy, unequaled wisdom, of unrivaled eloquence, of poetic excellence; and there, too, those marvels of artistic beauty, elevating the imagination, refining the sentiments and purifying the heart, which age after age admires and wonders at, and which are endued with a grace and loveliness beyond the rivalry and almost the imitation of modern times. Never may our College cease to be a seminary in which such things are taught, and through which a knowledge of them may in some measure be attained; and then, when, in her after-course, she is preparing her sons for the busy tumults of life, or unfolding to them the strange secrets of the material world, explaining their operations, and applying their powers to the good of man; or walking with them in the high regions of the heavenly lights, she may say to them: My sons, I have tried in all things to perform my duty; I have opened to you the treasures of the past and of the present; I have sought to impart to you not only learning, but understanding; I have taught you to regard knowledge no otherwise than as 'a rich storehouse for the glory of God and the relief of man's estate;' and I charge you,

as you value the privileges of the past and the aspirations of the future, I charge you, never to apply it to any lower purposes."

During the last sixteen years of his life, with few exceptions, and an occasional visit to his friends in New York, President Moore resided quietly in the Highlands, enjoying his books and such limited society as a retired country place afforded; and, in fine weather, passing much time in the open air, constructing walks through the woods, and awaiting patiently the call of God to a higher life. His death, though sudden, had been long anticipated by him, and did not find him unprepared; for a long time previously, his Greek Testament was never far from his hand, and was generally the first book he opened in the morning.

Of his character, very little need be said to those who had any intimacy with him; his unaffected humility, his unswerving sincerity and truthfulness, his tender regard to the feelings of those around him, and his warm and affectionate disposition were apparent even on the most casual acquaintance, and endeared him in the strongest manner to those who enjoyed a more intimate relation, whilst the great fund of information he possessed on many and various subjects, the fruit of his extensive reading and much travel, made his conversation highly interesting.*

*Since this page was written, I have received from Wm. A. Jones, Esq, an Alumnus of our College, and some time Librarian of the same, an interesting letter, touching the late President, illustrative of his remarkable memory at an advanced age. In his letter to me, Mr. Jones says :

"The note I refer to (from President Moore,) is a very kind and flattering acknowledgment of the receipt of a copy of one of my three printed pamphlets connected with the College, that on the Library, and a descriptive account of its treasures. In it Dr. Moore calls my attention

In the words of a friend, "There was something so peculiarly attractive about him, that none could come within the influence of his gentle, cordial manner, without liking him, and to us he was always peculiarly kind. We feel that it was a privilege to have been admitted to the friendship of such a man."

About three months before his death, Dr. Moore visited the College once more. The Board of the College was in session at the time. Business was at once suspended that the Professors might pay their respects to him. Two, only, of his former colleagues were now in the Faculty, and one of these was absent. He was then in his ninetieth year, but still strong in body and in mind. "He conversed for some time," writes an eye-witness, "and manifested great interest in everything connected with the College, and impressed us all with the dignity and sweetness of his manners and character." After his retiring, the Faculty passed a resolution, expressive of their pleasure at his visit, which was sent to him with a letter, by his successor, then in his former seat, President Barnard, the reception of which greatly gratified the venerable man, as appears from the following note in reply:

"Woodlawn, 25*th January*, 1872.

"*Reverend and Dear Sir*:—

"It was only on reaching home yesterday, that I had the pleasure to receive your very kind letter of the

to what he supposed to be an original autograph of *Racine*, and MSS. notes of the French tragedian in a folio of *Dionysius of Halicarnassus*, and refers as indirect corroborative evidence of its authenticity, to its resemblance to a lithographic signature of the dramatist in a little volume also in the Library, *L'Art de Main*, 'which professes to determine the character and disposition of men by their handwriting,' neither of which volumes, it is probable, he had seen for many years; he, probably, near 80."

12th inst., communicating a resolution of the Faculty of the College, in relation to my visit of that day. It was equally unexpected and gratifying to me, to find that what I had felt almost ashamed of, and had feared might be regarded as an unwarrantable interruption of serious business by my *radotage*, had, by the great humanity and most courteous kindness of your Faculty, been placed and viewed in a light that makes it one of the most pleasing incidents of my declining years.

"Be pleased, dear Sir, to accept, and to express to the Faculty, my grateful thanks; and allow me to congratulate you on the brighter prospect that seems now to dawn on friends of the Institution, which, under your wise administration, has attained so high a rank, of seeing it established on a site, and in such structures, as shall be worthy of it.

"I am, dear sir, with highest regard and esteem, very sincerely yours,

"Nath'l F. Moore.

"Rev. Dr. Barnard, President of Col. College."

On the morning of the 25th April, 1872, he was suddenly stricken by Paralysis, and, in the full possession of his faculties, he lay upon his bed quietly, without pain or suffering, perfectly and calmly conscious that the great change was near at hand, until two o'clock on the morning of the following Saturday, when he passed away gently and peacefully to his eternal home. On the third day after, the solemn burial service of the Church was said over his mortal remains, in St. Mark's Church, New York, and his body was laid in a tomb adjacent, in the presence of a

large number of friends, and old associates and pupils, not with sighs and tears, but with thanks to God for the gift of such a man to our time—a Christian man; eminent for his lofty, unsullied character; distinguished by his faithful discharge of duty in the high calling of an instructor and guide of youths—a scholar—a sage—and a bright and glorious example to those who survive.

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